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ABSTRACT

The contents of this course center on teenage activities. The structures presented are the "-a" verbs, "tener," "ser," and agreement of adjectives. Development of reading skills, sequential thinking, and testing of comprehension are emphasized. Performance objectives are prescribed for culture study, reading, speaking, listening, and writing skills. Sample tests, suggested teaching procedures, and evaluation materials are included. A list of reference materials concludes the text. (RL)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

Foreign Language: INTRODUCTORY SPANISH II 7503.32

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DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ED 067905

INTRODUCTORY SPANISH II

COURSE NUMBER 7503.32

DIVISION OF INSTRUCTION

Dade County Public Schools

Miami, Florida

1971

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INTRODUCTORY SPANISH II

COURSE DESCRIPTION

The content of the course centers on teen-age activities.

The structures presented are the -a verbs, tener and ser, and agreement of adjectives. Reading of a paragraph of sequential thinking and testing of comprehension are emphasized. Spanish will be the language of the classroom. The logical sequence to this course is 7503.32

Course number 7503.32

BROAD GOALS AND PERFORMANCE OBJECTIVES

These minimum objectives will be met with 70% proficiency by a majority of the class unless otherwise specified.

I. Listening Skills: The pupil, according to his level of maturity and achievement, will demonstrate by overt and/or spoken reaction his:

A. Understanding of the target language spoken at normal tempo. The learner will:

1. Choose the correct answer after listening to twenty expressions using the definite articles by circling the letters V or F.

2. Choose the correct completion after listening to ten sentences within the frame of expressions taught, from which one or more words are omitted, by writing the letter A, B, or C.

B. Comprehension of new arrangements of familiar content. The learner will:

1. Select the appropriate rejoinders within the limits of the material taught after listening to a series of sentences in which three rejoinders are suggested for each one, by circling A, B, or C.

2. Identify correctly the content of a few sequential sentences spoken orally by marking A, B, or C on the answer sheet.

For example, the student hears: Es María. Es profesora y no es fea.

a. Es el libro

b. Es una señorita

c. Es el padre

The student writes: a or b or c.

3. Select the proper form of adjectives from three choices given orally (ending in o, or in e, or in a consonant) after hearing a series of nouns by writing A, B, or C.

4. After listening to twenty sentences using various forms of SER in the present tense, select the proper idea of each by underlining one of the following words: family, friendship, profession, origin, nationality, or characteristic.

C. Understanding of two natives of the target culture speaking on topics within their range of experience, the learner will listen to a conversation of approximately two lines per speaker (three times) and identify the subject being discussed by marking A, B, or C.

D. Understanding of conversations based on everyday situations, the learner will listen to five simple dialogs, each followed by names of situations previously studied and indicate by marking A, B, or C which situation identifies the dialog heard. The majority of the class will choose correctly at

least three out of five.

B. Understanding of questions about his own usual activities in and out of school. The learner will listen to ten questions and indicate the correct answer by marking A, B, or C on his paper.

II. Speaking Skills: According to his level of maturity and achievement, the learner will talk with intonation and pronunciation acceptable to the teacher.

A. Imitate conversations of models at natural speed. The learner will:

1. Recite the lines of the dialog taught or one half of any dialog.

2. Count with 100% accuracy any number of items up to 20 which have been given him.

B. Discriminate and pronounce sounds. The learner will:

1. Discriminate among sounds in the material taught when given five minimal pairs.

2. Pronounce correctly the sounds emphasized in the material taught.

C. Speak with acceptable intonation. The learner will say the lines of the dialogs taught.

D. Perform necessary changes in form and order. The learner will:

1. Make the necessary changes in form and order in a basic sentence according to a cue word given him (Substitution drills).

2. Replace parts of a basic sentence when given varying cues, (Replacement drills).

E. Manipulate previously mastered conversations. The learner will:

1. Give at least two answers when asked any question relative to the material taught.

2. Produce at least three original answers when asked any question by recombining the basic expressions already learned.

3. Produce new sentences using forms of the present tense of SER when asked to express the idea of family, friendship, profession, origin, nationality, or personal and inherent characteristics.

F. Ask and answer questions about his usual activities. The learner will after being given one oral cue, converse briefly with another student.

G. Recognize structural or grammatical signals by applying them correctly in pattern drills. The learner will apply the forms of the present tense of the (-a) verbs when given the infinitive form.

III. Reading Skills: According to his level of maturity and achievement, the pupil will read with intonation and pronunciation acceptable to the teacher.

A. The student will demonstrate his awareness of sound letter correspondences by pronouncing correctly the main sounds

emphasized in these materials when given a list of words containing them.

B. The student will demonstrate his skill of oral reading by reading aloud, with correct intonation and juncture, any material previously learned audiolingually.

C. Skill of reading with direct comprehension that which has been mastered audiolingually. The learner will:

1. Read a short narrative and select the proper completion for a group of sentences by marking A, B, or C.

2. Identify the most appropriate written expression about any short dialogue by underlining the best one.

D. Skill of reading any recombination of materials already learned audiolingually. The learner will:

1. Answer written questions about a narrative previously read by marking the best answers.

2. Read silently any recombination of material and answer questions in English.

IV. Writing Skills: According to his level of maturity and achievement, the pupil will:

A. Copy in the target language that which he has previously heard, spoken and read with 90% accuracy.

B. Write from dictation the target language content which he has previously heard, spoken and read with 90% accuracy.

1. Write the word for each of ten numbers when dictated.

2. Write the names of five colors taught when dictated.

C. Write demonstrating use of punctuation with 85% accuracy.

D. Write exercises with minimal structural changes.

1. Match the proper indefinite articles when given a list of nouns already studied.

2. Write the appropriate forms of the adjective when presented a paragraph by reading and filling the blanks.

3. Supply the correct present tense form of ser when given sentences with the subject pronoun cue.

E. Demonstrate limited self expression by working only with parts of a sentence. The learner will:

1. Supply any suitable adjective that will fit logically the incomplete sentence given.

2. Supply any subject that will fit logically the incomplete sentence given.

F. The learner will write answers to oral questions or rejoinders relative to material taught.

V. Culture knowledge. A majority of the students will attain these minimum objectives:

A. Given four forms of address used in Spanish speaking countries the student will correctly identify correct usage of two.

B. Given four teen-age situations the student will describe the similarities and differences between the customs of the English and Spanish speakers.

C. Draw a map of Spain indicating its outstanding features.

D. Play the role of a speaker on a phone conversation in a Spanish speaking country.

VI. Attitude

A. The student can identify several reasons for studying a foreign language as evidenced by participation in discussion groups, research projects, making of art objects.

B. Seeks information on cross-cultural differences as evidenced by research projects.

C. Registers for further courses of language study.

COURSE CONTENT

Grammatical Inventory "A la salida de la escuela"

Verbs (-a)	Verbs (-e)	Verbs (-i)
buscar	tener	ir
estudiar	hacer	salir
esperar	saber	oír
llamar	haber	vivir
preguntar	ser	
estar	querer	
pasar		
jugar		
gustar		
llevar		

Nouns		Questions words	Indefinite articles
casa	salida	¿para qué?	un, una, unos, unas
escuela	profesora	¿por qué?	
esperanza	estudiante		
discos	Guillermo	Exclamatory expressions	
iglesia	Coca-Cola	¡qué lástima!	
suerte	fútbol	¡qué se yo!	
tocadiscos			
damas			
Teresa			

COURSE CONTENT

Grammatical Inventory "El teléfono"

Verbs (-a)	Verbs (-e)	Verbs (-i)
acabar	ser	ir
invitar	querer	venir
llegar	leer	decir
acompañar	poder	
tardar	parecer	
olvidar	**Nouns**	**Adjectives**
necesitar	Pepe	oscuro
importar	cine	claro
dar	doña	mío
hablar	Margarita	mucha
presentar	tardes	grande
Colors	mamá	verde
negro	tienda	mejor
blanco	conversación	azúl
amarillo	teléfono	español
rojo	Pablo	frito
azúl		guapo
verde		
marrón		
castaño		
gris		

SUGGESTED EXPANSION OF MATERIALS

SAMPLE QUESTIONNAIRE

EVALUATION OF SPEAKING SKILLS

1. ¿Para qué van a la casa de Esperanza?
2. ¿Vive Paco cerca o lejos de aquí?
3. ¿Tiene Ud. un tocadiscos?
4. ¿Le gusta jugar a las damas chinas?
5. ¿Sería mejor oir discos el viernes o el sábado?
6. ¿Busca Ud. un libro o un cuaderno?
7. ¿Esperan Uds. a Juan o a María?
8. ¿Llama él a Pilar o a María?
9. ¿Espera Ud. a Roberto o a Guillermo?
10. ¿Dónce estudian Uds.?
11. ¿A quién espera Roberto?
12. ¿A quién buscan ellos?
13. ¿A quién llama Ud.?
14. ¿A quién espera Ud.?
15. ¿Sería mejor jugar a las damas chinas con cuatro o con seis?
16. ¿Queda la bilioteca cerca o lejos de aquí?
17. ¿Prefiere Ud. oir discos o jugar a las damas chinas?
18. ¿Vive Ud. en frente de la bilioteca o de la iglesia?
19. ¿Va Ud. a salir ahora mismo?
20. ¿Se le olvidó a Ud. el disco?
21. ¿Cuánto es diecinueve menos cuatro?
22. ¿Vive María en frente de la iglesia?
23. ¿A quién va a llamar Ud.?

24. ¿A dónde van los estudiantes esta tarde?

25. ¿La fiesta será esta tarde o esta noche?

26. ¿Está su mamá en casa?

27. ¿Cuándo puede venir su mamá a la escuela?

28. ¿Qué quiere su mamá?

29. ¿A quién va a invitar Ud. a la fiesta?

30. ¿Va Ud. al cine los domingos?

31. ¿De qué color son los ojos de su hermano?

32. ¿De qué color es el pelo de su mamá?

33. ¿Quiere unos discos o una novela?

34. ¿Con quién estudia Ud.?

35. ¿Cómo es el estudiante nuevo?

36. ¿Cuántas tiendas grandes hay allí?

37. ¿Busca Ud. a un señor español?

38. ¿Prefiere Ud. el papel rojo?

39. ¿Le gustan las sillas blancas?

40. ¿Tiene Luis los ojos claros?

41. ¿Tiene María el pelo negro?

42. ¿Quiere Ud. ir al cine o a la bilioteca?

43. ¿Va Ud. a la clase de español?

44. ¿Tiene que estudiar Ud. ahora?

45. ¿Va Ud. al cine con María?

46. ¿Cómo es la casa de Juan?

47. ¿Cómo están por su casa?

48. ¿Cuántos libros hay en la mesa?

49. ¿Cuándo viene Juan?

50. ¿Cuándo va Ud. al cine?

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SUGGESTED PROCEDURES

I. Dialog First Half

A. Dialog Adaptation - first 3 questions and answers

B. Structure Drills - person number substitution drill of following:

1. estudiar
   esperar
   buscar
   llamar
   andar
   jugar

2. ir
   oir
   vivir

C. Review of SER, ESTAR, TENER

D. Response Drill

II. Dialog Second Half

A. Dialog Adaptation - remaining questions and answers

B. Idefinite Articles

Drills and exercises

C. Replacement Drills

D. Translation Drills

E. Supplement

F. Recombination Response Drills

G. Directed Dialog

H. Supplementary Activities

1. Narratives
2. Recombined readings
3. Informal conversation

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III. Dialog First Half

A. Dialog Adaptation - first 3 questions and answers

B. Supplement

C. Structure Drills

1. Agreement of adjectives and nouns ending in O, in E, and in a consonant

2. Agreement of adjectives of nationality

a. adjectives ending in consonants

b. adjectives ending in vowels

D. Response Drills

IV. Dialog Second Half

A. Dialog Adaptation - (remaining questions and answers)

B. Present Tense of SER

1. Different usages of SER

a. family

b. friendship

c. professions

d. origin

e. nationality

f. personal and inherent characteristics

C. Replacement Drills

D. Translation Drills

E. Recombination Response Drills

F. Directed Dialog

G. Supplementary Activities

1. Narratives

2. Recombination readings

3. Informal conversations

V. Suggestions in general

1. Teach any half of the dialogs introducing it with a clear explanation about the background of that particular dialog, in order to facilitate a better comprehension on the part of the students.
2. When teaching any Dialog Adaptation, Response Drills or Recombination Response Drills always provide the students with some extra answers, to assure their future response capacity.
3. When presenting the Structure Drills of the AR verbs give the students an advance explanation about the infinitive of the verbs.
4. Stress the difference between para qué and por qué. Also use the opportunity to teach porque.
5. When teaching the verb SER give the students all the information about the different types of sentences in which SER could be used.
6. When teaching the Recombination Narratives, stress the importance of reading at normal tempo and the proper comprehension of the expressions used in these narratives.

VI. Suggestions re Culture

1. When teaching the basic dialog, give the students all the information about usage of Don and Doña, and their interpretation according to the age of the people to whom either of these two forms is addressed.
2. Discuss other common titles, Señor, Señora, Señorita, Licenciado, Doctor, etc.

3. Discuss telephone customs, visiting in the home, dating, entertaining in the home, etc. for teen-agers
4. If the majority of the students have not studied the geography of Spain, begin with project work in this course.

SAMPLE EVALUATION

Instrument for measuring performance objective 1A-2

The following recorded sentences from which one or more words are omitted will be stated twice. Students will choose the correct completion by circling the letter a, b, or c. The student hears:

1. Esperanza vive _____.
   a. en la bilioteca
   b. en la iglesia
   c. en una casa
2. Es mejor jugar a las damas chinas con _____.
   a. uno
   b. cuatro
   c. trece
3. Juan estudia en _____.
   a. aquella puerta
   b. la bilioteca
   c. la iglesia

Instrument for measuring performance objective 2E-1 (see questionnaire included in Suggested Expansion of Materials)

1. ¿Para qué van a la casa de Esperanza?
2. ¿Vive Paco cerca o lejos de aquí?
3. ¿Tiene Ud. un tocadiscos?

Instrument for measuring performance objective IIID-1

After reading the following narrative the students will select the proper completion for the sentences by circling A, B, or C.

Estela quiere invitar a su amiga Alicia a almorzar el sábado. Su mamá le dice que está bien. Habrá biftec con papas fritas a la francesa, ensalada de aguacate y helado de chocolate de postre. Estela no puede llamar a Alicia porque el teléfono está descompuesto. Tiene que ir a la farmacia a telefonearle. Hace mal tiempo, menos mal que la farmacia no queda lejos.

1. La chica que quiere invitar a su amiga se llama _____.
   a. Isabel
   b. Estela
   c. Alicia
2. La chica va a invitar a su amiga a almorzar _____.
   a. mañana
   b. el sábado
   c. el domingo
3. Alicia va a almorzar en _____.
   a. su casa
   b. la biblioteca
   c. la casa de su amiga

Instrument for measuring performance objective IVF

A list of questions will be read aloud twice. Students will write two different answers for each question.

1. ¿Prefiere Ud. oir discos o jugar a las damas chinas?
2. ¿Vive Ud. en frente de la biblioteca o de la iglesia?
3. ¿La fiesta será esta tarde o esta noche?
4. ¿De qué color son los ojos de su hermano?
5. ¿Adónde van los estudiantes esta tarde?

Instrument for measuring knowledge of Culture - objective VA.

Explain any two of the following titles:

1. Señor
2. Señorita
3. Doctor
4. Don

Instrument for measuring performance objective VC. In the space provided draw an outline map of Spain indicating:

3 cities

2 rivers

2 mountain ranges

3 boundary features

Instrument for measuring Attitude Change - performance objective VIA

The teacher during the course will take note of individuals who participate and to what degree in discussion groups and/or make projects relative to the value of studying a foreign language.

Instrument for measuring performance objective VIB

The student during the course will have sought out any cultural differences between his own and that of the target language and presented his findings to the class.

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